

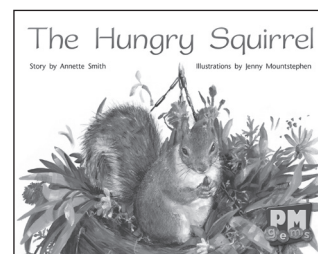
The Hungry Squirrel

PM Level 4

Red

Text Type Narrative

Running Words 76



Preparing for Guided Reading

Prior Knowledge

- Talk with students about squirrels: their size, agility and habitat.

Orientation to the Text

- In this story, Little Squirrel climbs down from his tree into a hanging basket in his search for nuts to eat. He soon receives a bigger prize – a bowl of nuts, especially for him.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Ll* – *Little, looking*; *b* – *big, basket*.
- Recognise the *qu* sound in *Squirrel*, noting the silent *u*.

Vocabulary

Key High-frequency Words

are, big, can, comes, for, he, little, looking, sees

Content Words

Squirrel, tree, hungry, basket, nuts, girl

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent, steady rate.
- Locate a full stop and a comma, and differentiate between their purposes.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify the animal on the cover. Talk about the food it is eating.
- **pp. 2–3** Direct students to look at Little Squirrel. Ask, *What kind of food do you think Little Squirrel would like to eat?*
- **pp. 4–7** Ask, *What food do you think Little Squirrel might find in the basket?*

- **pp. 8–9** Point out that Little Squirrel is making a mess in the basket. Ask, *Do you think the basket is a good place to look for nuts?*
- **pp. 10–11** Ask, *How do you think Little Squirrel feels, now that he has found a nut? Do you think the owner of the basket will be happy about the way it looks now?*
- **pp. 12–13** Direct students' attention to the mess below the basket. Ask, *How do you think the girl feels about the mess on the ground?*
- **pp. 14–15** Ask, *What does the girl hope to do by giving Little Squirrel some nuts?*
- **p. 16** Ask, *Do you think Little Squirrel is happy to be eating the nuts? How do you think the girl feels, now that Little Squirrel is out of the basket?*

Comprehension

- Why did the squirrel jump into the flower basket? (*Literal*)
- Why do you think the girl took some nuts to the squirrel? (*Inferential*)

Follow-up Activities

- Have students think of ways the girl and her family could keep Little Squirrel from going back into the basket. Make a list of their suggestions and attempt to reach a class consensus on the best solution.
- Talk about other wild animals that like to live near our homes, or even inside them. Ask students to draw an animal they have seen in or near their homes. This could be a mammal or marsupial, such as a mouse or possum, or even a bird or large insect. Ask students how they feel about sharing their homes with other creatures. Display their drawings as a wall story.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can change my voice to show that there are quotation marks in text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up